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APRIL,

1951

# STUDENT

## *In This Number - -*

University Sponsored Education  
on the Alcohol Problem

Coming Intercollegiate School  
at Cornell College

"What It Meant to Me" by students  
who attended

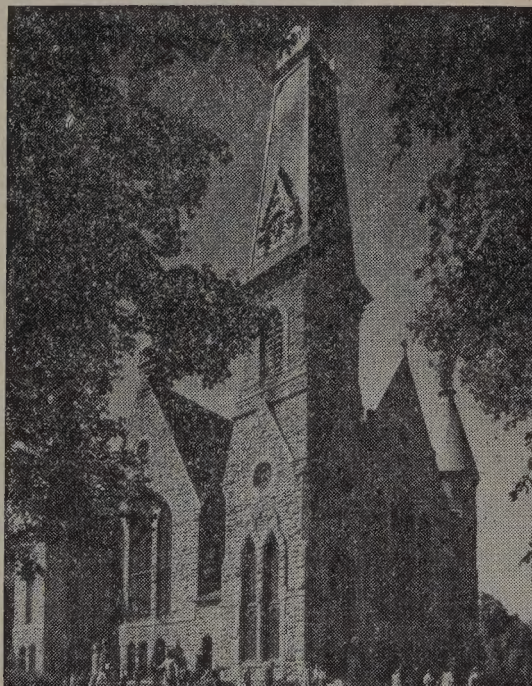
Most Effective Paragraph  
As "Wine Doth With Us"

High School Youth Find a Way

How Many Really Drink?

"Democracy  
is something  
deeper than  
Liberty; it is  
Responsibility"

Chapel  
Cornell College,  
Mt. Vernon,  
Iowa.



# THE INTERNATIONAL STUDENT

April, 1951

Vol. 48, No. 5

HARRY S. WARNER, *Editor*

*Council and Representatives:* Stanley F. Knock, Jr., Yale Divinity School, New Haven, Conn.; Samuel Campbell (Univ. of Toronto), Toronto, Can.; Roger S. Haddon (Bucknell), Phila., Pa.; Adolfs Silde (Univ. of Riga), Marburg, Germany; Bo Nilsson, Karolinski Institute, Stockholm, Sweden; Henry C. Jacobs (Hope College), Grand Rapids, Mich. *Contest Secretary,* Edwin H. Maynard, Chicago, Ill.

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## Cornell Intercollegiate School

IS IN GOOD COMPANY

June 17-22, 1951.

**I**N THE HIGH-STANDING company of the new Schools and Institutes on the Alcohol Problem recently sponsored by Universities, the **Intercollegiate School of Alcohol Studies**, at Cornell College, the last of June, finds itself to be the only one organized for college students, and their leaders. It is for the student of today who has questions to ask regarding beverage alcohol.

This unusual School offers a week of experience in which students of North American colleges may think together, discuss freely, listen to lectures by high experts, educators and scientists, and share in seminars, discussion groups, new-found friendships, and early summer recreation on the mid-western campus at Cornell College, Mt. Vernon, Iowa. See pages 139, 161-164.

For information, write The Intercollegiate Association, 12 N. Third St., Columbus 15, Ohio.

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# University Sponsored Education

## ON ALCOHOL IN HUMAN LIFE

By Harry S. Warner

A VERY RECENT development, among the great variety of movements that for 150 years have been seeking the reduction of alcoholism and solution of the problem of alcohol, is the emergence, within the past eight years, of a series of university-sponsored Schools, Institutes, Seminars and educational conferences. Led by high-standing scientists and educators, this new trend in leadership in America recalls the time a hundred years ago, when the names of New England college and university presidents and professors stood high in the total struggle over alcoholic drink then just begun.

This new movement is far-reaching in its significance and doubtless will have lasting results. For it goes beyond the mere academic, beyond the search for new scientific knowledge. It seeks to make available, for active education of the public and for use in the schools and colleges, the accumulated and latest results of scientific investigation. Already, it has enlarged and made more accurate much public opinion on certain aspects of this age-old cult of beverage alcohol in human affairs. No longer can intelligent people regard alcohol as a necessity, a stimulant, a healthful food, an aid to creative ability—or to any other real accomplishment.

For the first time since the very beginning of the reaction against the tradition of "drink" in North America and Western Europe—the years of the temperance movement—there has been brought into educational action in the United States and Canada, a substantial part of the resources and personnel of advanced education. One result, among others, is that much keen thinking by those who seek positive advance, is now

turning toward the basic sources of the total problem of alcohol. Attention is being given, to a greater extent than heretofore, to causes, motivations and personality factors; to the social forces and traditions that initiate and perpetuate the roads to alcoholism. No longer is instruction on the question limited to the chemistry and physiological effects of alcohol and the spectacular and degrading outcroppings of the custom of intoxication as seen in the "old time saloon," and the new-time "tavern."

Among the institutions that have come into existence since the first Yale School of Alcohol Studies began this form of public instruction in 1943, there are some that express different, and to a limited extent, conflicting, backgrounds and emphases. But all are part of this significant new educational approach, that, through the democratic process of public discussion, has come into constructive service in recent years. Beginning with the latest to be organized—in 1950—the following are representative:

**The Institute of Scientific Studies** for the Prevention of Alcoholism at the Medical School at Loma Linda, Calif., began with a session of four weeks in July, 1950. The second has been announced for July 9-20, 1951. The course of instruction, organized on a graduate basis, offers four weeks of serious study and sociological research. It includes 20 lectures, 20 discussion periods, 6 workshops, 6 seminars and 4 field trips, "devoted to a scientific presentation of the physiological, the neurological and the psychiatric aspects of the alcohol problem on the human body, the nervous system and on personality organization." Attention is given to the history, legal, control and political aspects of the problem and to the study of ways and means of mobilizing social, religious, educational and economic resources to check and prevent the spread of alcoholism.

Among the lecturers are Dr. Andrew C. Ivy, Vice President in charge of the professional schools of the University of Illinois; Dr. Haven Emerson, New York, Public Health expert; Dr. John C. Almick, Professor of



Education, Stanford University; Dr. George T. Harding, President of the College of Medical Evangelists, Loma Linda; Dr. Cyril B. Ciurville, Director of the Cajol Laboratory of Neuro-pathology; and Judge Joseph T. Zottolli, of Boston. Organized for leaders the Institute develops the use of current material, rather than research, and gives particular attention to the beginnings of alcoholism, and seeks both prevention and rehabilitation of its victims. The director is Prof. Arthur L. Bietz, Institute of Scientific Studies, 107 Carroll St., N.W., Washington 12, D.C.

**The Yale School of Alcohol Studies**, the first and most noted of all the modern schools and institutes, closely related to Yale University, will hold its ninth annual summer session, July 7—August 3, 1951, in the university buildings at Yale. Organized on a high graduate level and coordinated closely with year-round research, the Yale School brings to leaders in education, public and social welfare, medicine, public health, and especially to those dealing with the specific problem of alcoholism and the alcoholic, the accumulated and latest results of scientific research and operating experience. It "presents a broad orientation for the more effective understanding of the functions of beverage alcohol in our society and of the many problems related to its use. The results of scientific research are integrated with the ethical, legal, historical, therapeutic, and other disciplined experiences . . . and then directed toward problems of application . . . such as education, control, rehabilitation, community organization, industrial effectiveness, specific research projects." Attention is given to the results of continuing research in detailed and new fields.

The curriculum consists of 62 lectures, 15 hours of seminars, and individual and informal group discussion and consultation with staff members. Among the lecturers, each outstanding in his field, are Dr. Howard G. Haggard, of the Laboratory of Applied Physiology and medical lecturer and writer of Yale; Dr. Selden D. Bacon, Sociology, Yale, Director of the 1951 Summer School; Dr. Roland H. Bainton, Ecclesiastical History,

Dr. Leon A. Greenberg, Research Associate in Physiology and others at Yale; Dr. Robert Fleming, Psychiatry, of Harvard; Dr. E. M. Jellinek, Dean, Institute of Alcohol Studies in the Southwest for seven years Director of the Yale School; and other high experts—a most impressive faculty group. The office of the School is at 52 Hillhouse Ave., New Haven, Conn.

**The Institute of Alcoholic Studies**, University of California at Los Angeles, is held each two years in the University Extension Department. It is designed “to provide an objective approach to the solution of the problem of alcoholism.” Planned for educators and professional workers it provides definite information for service. “In recent years,” says an announcement bulletin, “the problem of alcoholism has been of increasing concern throughout the state. A California Interim Committee has made a study. Private organizations have expanded greatly their programs . . . The University cooperates with a large number of public and private agencies . . . The Institute will emphasize what can be done through education and therapy.”

Organized largely for experienced workers, the Institute offers a short, high-pressure three days of work. Among the lecturers of the last session (1949) were Dr. Haven Emerson, National Health Expert of New York; Dr. Lawrence Kolb, Medical Director of the State Department of Mental Hygiene of Calif.; Richard McGee, Calif., State Department of Corrections; Dr. Louis R. Nash, of Camarill State Hospital, and representative of the crime commission of the state. The 1951 session is scheduled tentatively for the summer quarter. Address for information, Extension Department, University of Calif. at L. A., Los Angeles 24, Calif.

**The University of Wisconsin**, Summer Session of Alcohol Studies, is a project of the University Extension Division, Madison, Dr. John L. Miller, Director. Its purposes are “to acquaint physicians, ministers, nurses, business men, teachers, social workers and other interested persons with the recent scientific developments

(Continued on page 152)



# What It Meant To Me

Students of 1950 express themselves.

IT WAS truly a remarkable experience, and I am working through campus organizations for a campus program and sponsorship for several representatives to next year's School

—MARIAN SAYRE, Willamette University, Salem, Ore.

To me the School represented and realized an honest, objective approach to the problem of alcohol, shorn of empty moralizing, and full of effective facts and stimulating discussion.

—BILL GERBERDING, Macalester College, St. Paul, Minn.

The Intercollegiate School has helped me greatly in discussing, with high school and college young people, the effects of alcohol on the body.—WILBUR D. COOK, Mt. Union College, Alliance, Ohio.

I was particularly impressed by the objectivity displayed in the lectures at the School. A subject so controversial as the alcohol problem is usually enveloped in propaganda. It was most helpful to be part of a group that is searching for facts.—RUTH FOGERTY, McMaster University, Hamilton, Ont., Canada.

After having attended the Intercollegiate School and experienced the warm, personal presentation of the factual data by extremely well qualified men, I see much more clearly the problem facing us, and, for the reason that I accept the responsibility of being "my brothers' keeper," I can no longer consent to even the so-called drink to be sociable.—MAURICE R. SMITH, Franklin and Marshall College, Lancaster, Pa.

Working together for a better way of life symbolizes what the Intercollegiate School on Alcohol meant to me. A college student has everything to gain by attending this school.—ROBERT L. ANDRICK, West, Va. Wesleyan College, Buckhannon, West Va.

The variety of opinions represented was truly the spice of this unusual school. The frank discussions of the alcohol problem were informational and absolutely thrilling.—EVELYN BENDER, Otterbein College, Westerville, Ohio.

The well-planned program of the first Intercollegiate School, featuring well-informed and inspiring speakers, gave me not only a true insight into the problem, but also many good ideas to aid its solution. I am sure that anyone who attends this year will not regret it.—O. FRANKLIN JOHNSON, Wittenberg College, Springfield, Ohio.

**F**ROM THIS experiment it is easy to see that alcoholic intoxication interfered with the learned behaviors in the reverse order of learning. What was learned last was forgotten first, and what was learned first was forgotten last. Such is also the effect of alcohol on men and women. The conduct and habit patterns learned latest in life are affected first and the experiences and simpler functions learned earliest in life are affected last.—E. M. JELLINEK, D.Sc., Yale School of Alcohol Studies, in "*Alcohol, Cats and People*."

## Moderate and Excessive

### SHARE IN DRINK CULT

By Edward Winkless, Psychologist

**I**N HIS BOOK, *Civilization on Trial*, Professor Arnold J. Toynbee points to alcohol as one of the chief agents in the disintegration of human cultures. The entire responsibility for this cannot possibly be laid on the excessive drinkers. They were in the minority. It must lie largely with the moderate drinkers, for deterioration of human culture and environment commence with the first glass. The moderate drinker makes a grave blunder in thinking that the alcohol problem is confined to chronic alcoholism. The following points are submitted for his consideration:

1. The moderate drinker makes use of alcohol primarily because of the false feeling of well-being that follows its consumption.
  2. Moderate drinking is always accompanied by a loss of self-criticism, sound judgment and self respect.
  3. The phase of drinking readily defended and sanctioned by moderate drinkers (their own drinking) results
- (Continued on page 158)

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From *Psychological and Social Aspects of Moderate Drinking* by Edward Winkless, a lecture at Hayward's Heath, Sussex, England, June, 1950. The pamphlet is published at 12 Caxton St., London S.W. 1, England.



# Most Effective Paragraph

IN ALCOHOL LITERATURE

By Isaac Foot, M. P.

THE MOST EFFECTIVE paragraph in all temperance literature is one in the report of the Advisory Committee appointed by the Central Control Board (Great Britain) that bears the title, "Alcohol: Its Action on the Human Organism." This paragraph is widely familiar; it has been much quoted but may well be quoted again:

"Alcohol successively weakens and suspends the hierarchy of the brain, and therefore of the mind, in the order from above downwards.

"Without signs of intoxication in the full ordinary or legal sense of the term, the bearing and individual attitude of mind suffers temporary change as the drug takes effect; and those in contact with the person so affected have for the time being to deal with an altered individual whose mind lacks temporarily its normal factor of judgment and conspicuous elements of its self control."

When I was a boy at school that passage had not been written, but as I grew up I saw something of this "altered individual" without the assistance of the vocabulary of the able scientists who composed the Advisory Committee. I am not thinking of the hundreds of cases of which one reads in the daily papers, but of the many within my own personal experience, where I have seen "the altered individual."

## "Altered" Individual

In most of the instances the case was not one of drunkenness at all. But I have known the reticent to become dangerously communicative; I have heard the reserved become insolently self-exposing; I have seen the peaceful

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Condensed from the Winterton Memorial Lecture, by Hon. Isaac Foot, M.P., in London, March 25, 1949. From *The Tribune*, *Die Kampvegter*, Cape Town, South Africa, July, 1949.

**A**N ANESTHETIC operates in reverse direction to that of the growth of the Mind—

- from youth to maturity;
- from savage to citizen;
- from introversion to social responsibility;
- from automatic reaction to volition and spiritual capacity.

Modern research classifies alcohol as an anesthetic.

man become publicly quarrelsome; I have heard the self respecting man become offensively libidinous, even in general company; and I have known the keen business man, with whom the secrets of his employers or colleagues are normally absolutely safe, become so loose-tongued in his cups, that, as the result of one or two ill-guarded words, hundreds of pounds were lost in the midst of negotiations.

The difficulty in these cases is that no one dares to tell the whole truth of his own experience with them. It would be ungracious to speak ill of those who are gone; and there are their children and friends to be considered. Further, our criticism is not of them—but of the thing that wrought this change in them, altered them for the worse.

### **“Altered” Motor Driver**

Under our present law a man applies for a license to drive a car on the public highway. He answers a series of questions about his sight and any physical disabilities that he may have. Then this driver takes some intoxicating liquor. One may be more readily affected than another. But the man who is affected, on the high scientific authority that we have quoted, is an “altered individual.” The man at the wheel is not the same man as the one whose name is on the driver’s license.

Those engaged in making and selling strong drink have never been able to devise any method for making their trade less dangerous. Inevitably a clash arises between their sectional claim and the claim of public interest.



# As "Wine Doth With Us"

UP-TO-DATE TWO CENTURIES AGO

Compiled by Arthur G. Skeeles

THERE WAS also another kind of root very juicy, but somewhat rare and difficult to be found, which the Yahoos sought for with eagerness, and would suck it with great delight; and it produced in them the same effects that wine doth with us. It would make them sometimes hug, and sometimes tear one another; they would howl and grin, and chatter and reel, and tumble, and then fall asleep in the dirt."

—JONATHAN SWIFT, *Gulliver's Travels*, (1726).

It (not drinking) is a diminution of pleasure, to be sure, but I do not say a diminution of happiness. There is more happiness in being rational . . . When we talk of pleasure, we mean sensual pleasure . . . . Philosophers tell you that pleasure is contrary to happiness. Gross men prefer animal pleasure. So there are men who have preferred living among savages.—SAMUEL JOHNSON, (1778).

Wine gives a man nothing. It neither gives him knowledge nor wit; it only animates a man, and enables him to bring out what a dread of the company has repressed. It only puts in motion what has been locked up in frost. But this may be good or it may be bad.

—SAMUEL JOHNSON.

"Before dinner men meet with great inequality of understanding; those who are conscious of their inferiority have the modesty not to talk. When they have drunk wine, every man is happy, loses that modesty, grows impudent and vociferous; but is not improved; he is only not sensible of his defects."—SAMUEL JOHNSON,

—From *Boswell's Life of Dr. Samuel Johnson*, (1778).

"Wine was not imported among us into England from foreign countries, to supply the want of water or other drinks, but because it was a sort of liquid which made us merry by putting

us out of our senses, diverting all melancholy thoughts, begat wild extravagant imaginations in the brain, raised our hopes and banished our fears, suspended every office of reason for a time, and deprived us of the use of our limbs, till we fell into a profound sleep; although it must be confessed, that we always awaked sick and dispirited and that the use of this liquor filled us with diseases, which made our lives uncomfortable and short."

—JONATHAN SWIFT, "Gulliver's Travels" (1726).

**Sir Joshua:** At first the taste of wine was disagreeable to me; but I brought myself to drink it, that I might be like other people. The pleasure of drinking wine is so connected with pleasing your company, that altogether there is something of social goodness in it.

**Johnson:** Sir, this is only saying the same thing over again.

**Sir Joshua:** No, this is new.

**Johnson:** You put it in new words, but it is an old thought. This is one of the disadvantages of wine, it makes a man mistake words for thoughts.

**Boswell:** I think it is a new thought; at least it is in a new attitude.

**Johnson:** Nay, Sir, it is only in a new coat; or an old coat with a new facing. (Then laughing heartily) It is the old dog in a new doublet. An extraordinary instance, however, may occur where a man's patron will do nothing for him, unless he will drink; there may be a good reason for drinking.

I (Boswell) mentioned a nobleman, who I believed was really uneasy, if his company would not drink hard.

**Johnson:** That is from having had people about him whom he has been accustomed to command.

**Boswell:** Suppose I should be *tete-a-tete* with him at table.

**Johnson:** Sir, there is no more occasion for your drinking with **him**, than his being sober with **you**.

**Boswell:** Why, that is true; for it would do him less hurt to be sober, than it would do me to get drunk.

—From Boswell's Life of Dr. Samuel Johnson.



# High School Youth Find A New Way

By W. Roy Breg

**A**LLIED YOUTH is a national alcohol education organization, with headquarters in America's capital, and reaches high school students all over the country. Its interest is in a program of alcohol education, alcohol-free recreation, character and personality building. Allied Youth believes that sound character and integrated personality are among the most valuable assets youth can have in meeting the pressures toward drinking.

## Positive Approach

Allied Youth is positive. It aims to help adolescents find satisfying substitutes for drinking and ways of meeting social pressures. It develops the inner disciplines and personal resources necessary to meet the tensions of modern life without using the crutch of alcohol. It shows youth how to have fun and excitement through a variety of social and recreational activities that do not involve the use of alcohol. Allied Youth is non-political; it does not attempt to pass or enforce laws. It is non-sectarian; welcomes on an equal basis young people of every faith and of no faith. Scientific, it rejects whatever "facts" cannot be confirmed by the best authorities,

Allied Youth enjoys the friendly cooperation and support of the National Education Association, the General Federation of Women's Clubs, the National Congress of Parents and Teachers, the United States Office of Education, many of the State Departments of Education, churches and civic clubs.

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As Executive Secretary of *Allied Youth, Inc.*, Washington, D. C., W. Roy Breg is leading a constructive and modern program of educational activities, to counteract the pressure of the alcohol custom at the very age-period that most young people who drink, begin their drinking. His work, therefore reaches the "tap root" of the problem today. He and his associates visit hundreds of high schools each year. Address, 1709 M St. N.W., Washington 6, D. C.

Housed for ten years in the National Education Association Building and now having headquarters of its own, Allied Youth has been close to the nation's leading educators and has the influence and backing of outstanding leaders in the business, civic, and social life of the nation. Operating with a small staff, it goes into the high schools, where the Allied Youth approach is presented to the entire student bodies. At the close of the assemblies, interested young people get together and plan for organizing their Post, or social club. There is a teacher sponsor, there are youth officers, there is a national magazine, **The Allied Youth**, which goes to all members. There are regular educational and social meetings. Allied Youth establishes a fellowship of youth who do not believe it is necessary to drink to be smart. It promotes a recreational and social program for the school and community. In this way the Allied Youth Post breaks down social pressure that favors drinking. Undergirding it all is a program of education carried on through group discussions, trips to alcoholic clinics and courts, or meetings of Alcoholics Anonymous, and through "Show Me" tours to other places where the facts may be ascertained.

### Need for Education

Allied Youth believes sincerely that there is a need for alcohol education. The problem of alcoholism in America is reported to be the fourth in rank as a public health problem. There are estimated to be 4,000,000 alcohol addicts, or excessive drinkers, who are continually in trouble with their families, employers, and communities. The Yale School of Alcohol Studies, which has pioneered a program of effective research on the problem, indicates that two-thirds of these alcoholics start their drinking by the time they are of teen age.

A program of alcohol education succeeds best in a high school because it is here that the problem of drinking first becomes realistic and where the pressure for drinking first becomes acute. The high school is the place where millions of boys and girls get objective data about social problems and skill in interpreting these problems.



## Objective Study

The problem of alcohol is a real one. Therefore, it is likely to be controversial and emotional. Wherever the emotional factor is allowed to creep in strongly, it obscures facts and makes objective interpretation and understanding difficult. Therefore the sound educational program on this subject must be devoid of moralizing and preaching and must appeal to the reason rather than the emotions of young people. A sound alcohol education program must be honest. It must face up to the discoveries of modern universities and freely reject any "facts" not supported by the findings of university research. A sound alcohol education program must speak the language of teen-agers. It must answer the questions teen-agers ask . . . . not theoretical questions adults may conjure up. It must understand the interests of teen-agers and relate the program to those interests. I submit that the average teen-ager today is not greatly concerned about the problem of alcoholism as far as he himself is concerned unless he sees alcoholism in his own home. He is very much concerned, however, about how the use of alcohol will affect his social relations and his athletic prowess. He wants very much to know how to face the social pressure for drinking when he is out with the gang on a date next Friday night. This program, to be effective, must understand why young people drink. Surveys among high school students indicate two major reasons:

(1) They drink because they are bored and have nothing to do; they lack adequate recreational or social facilities;

(2) They think drinking is smart and they fear they will be unpopular with the crowd if they do not go along with drinking customs. There is a widely accepted idea—unconscious though it may be—that drinking and prestige are connected.

A good program of alcohol education must not develop fear or new conflicts. All education today must be concerned about mental hygiene and it is not sound mental

hygiene to build fears and conflicts in young people. Here again we run into the problem of how to reconcile teaching that a practice is dangerous when a majority of respectable people engage in that practice.

### **Help Develop Personal Resources**

Most important of all, a sound program of alcohol education must be positive. It must offer something to young people, not merely attack and denounce. I suggest that it should offer young people ideals, not taboos. Ideals are positive and broad; taboos are negative and narrow.

The purpose of all education should be primarily to build the kind of personality that can adjust to the modern world. This is important in the field of alcohol education. Alcohol education must give young people facts. Of that there can be no doubt. But even more important, it must help adolescents develop the personal resources necessary to meet the tensions which produce many of the maladjustments at the bottom of alcoholism. It must "build the inner disciplines which can hold life together and keep it from flying apart beneath the centrifugal pressure of modern living." Since alcohol is often used as a crutch, the program of alcohol education must offer to young people an opportunity to develop personalities that do not need crutches and provide activities which do not involve the dangers of alcohol. In a word, it must show young people how to deal with the misery of life without making themselves more miserable in the process.

### **And Social Responsibility**

There is room for character training in a program of alcohol education. There is a place for the teaching of responsibility, for the building of the realization that the use of alcohol involves problems for all society.

This is a philosophy for a program of alcohol education in the high school. It is the philosophy of Allied Youth.

Allied Youth meets the recreational and social needs of youth. Its social events are renowned all over America. Allied Youth establishes within a school and community



a fellowship of youth who do not believe it is necessary to drink to be smart.

The test of any organization is whether it works. Measured by that test, Allied Youth succeeds. It is known everywhere as an authoritative clearing house on alcohol education. It is respected and endorsed by educators because its technique works with youth.

Allied Youth often becomes the most popular club in school. It appeals to student leaders of every kind. There are schools where a majority of football players belong to Allied Youth. In one school a girl chose to be president of Allied Youth rather than to be president of the entire student body of 1,500.

Young people accept Allied Youth. It appeals to a surprising number of them—some who have already adopted drinking practices. One young man made this statement in a student assembly after the Allied Youth representative had spoken, "I admit that I have been a member of the drinking crowd in this school. But never until this morning did it ever occur to me to question whether it wasn't perfectly all right for me to drink." That boy—who had been drinking since Junior High School—became president of his Allied Youth Post!

Yes, Allied Youth works because it is a positive program. It says to young people, "Here is a way of life offering you more satisfaction, more success, and more happiness than you can achieve through the practice of drinking." Modern young people are quick to sense the value in that kind of program, to accept it, and to put it to work in their schools and communities.

**N**O ONE is born into the world with a taste or desire for alcohol; it is not an inborn, innate, inherited characteristic. It is always an acquired taste, the outcome of social tradition, social custom, social example which has to be reimpessed upon each succeeding generation.—COURTENAY C. WEEKS, M.R.C.S., London, England, in an address to the World Student Federation Against Alcoholism.

# How Many People Really Drink?

By Deets Pickett

A RECENT Gallup Poll indicates that 60% of adults are today drinkers of alcoholic beverages. The accuracy of this estimate need not be doubted—but there are many kinds of “drinkers.”

There is the man who drinks anything he can get his hands on—he is an alcoholic or addict or is on his way to alcoholism or addiction.

There is the man who drinks when he feels he “needs” it. He is probably on the way to addiction also, but he does not know it.

There is the man who has no psychopathic urge to drink whatever, and with an ideal of “moderation.” He may drink for some years or without an “appetite” for it. In all probability, after a sufficient length of time, he will find that he is developing a “need” for alcohol. He stops, if he knows the consequence of this “need,” or he goes on until the need develops into a “problem.” Probably he can handle his problem without too much difficulty if he cuts off drinking completely and without loss of time, as soon as he knows he has one. It will take quite a little manhood, however, to do it.

There is the man who was reared in an abstaining home, who has changed his environment and drinks in deference to the custom of the new group of which he is a part. Intellectually, he rejects his own compliance and probably he will stop drinking in time unless he has a psychopathic urge of which he was not originally aware.

“There is the man in business or public life who does “token” drinking. He will take a cocktail if it is offered to him, and try to make it last through the evening, or he will merely hold it in his hand as a defense against other offers. He doesn’t want his attitude to imply rebuke of

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Dr. Deets Pickett, Research Secretary of the Methodist Board of Temperance, Washington, D. C., and editor of *The Clipsheet*, was a Fellow of the First Yale School of Alcohol Studies, and attendant at successive Refresher Courses, since, and author of

What you want to know, if you are trying to help a young person out of his difficulties, his habit, his sense of shame, or whatever it is that bothers him, is not how many times he has been drunk, but why he got drunk in the first place. What basic psychological satisfactions, what ministrations to the spirit, came about because of his drinking. And then you get at something that is creative in the situation.

—DR. ALBION ROY KING, *Basic Information: Motivations.*

those who do drink but he would rather be an abstainer. As some of the colored people say, "He splits the 'diffunce'" and tries to do as little drinking as he can get away with without being conspicuous.

There is the man or more probably, the woman, who won't drink but is careful to compensate for his or her deviant attitude by unusual attainment in some field of culture or activity which is accorded general recognition, or by carefully developing a high degree of social aptitude and poise. These people are universally popular and their refusal to drink doesn't hurt them at all; indeed, it is usually considered a part of an interesting personality.

"Should the man who drinks three or four times a year, very moderately, be called a "drinker?" As a matter of fact, he is not even a "moderate" drinker. He is a "casual" drinker, one who believes, perhaps mistakenly, that his occasional drinking is of no significance to him or to anyone else. But he is supporting a custom and traffic which, in the round, constitutes one of the three or four greatest problems confronting this country today.

The first Intercollegiate School at Otterbein College has meant a great deal to me throughout the year. I appreciated the objective approach, the freedom of discussion, the variety of available source material, and the high calibre of the instructors. I was particularly impressed by the strength of the conclusions reached. It was the most helpful conference I have attended during my two years as dean.—DR. WAYNE H. CHRISTY, Dean of Men, Westminster College, New Wilmington, Pa.



## UNIVERSITY SPONSORED EDUCATION OF ALCOHOL

(Continued from page 138)

dealing with the problem of alcohol and alcoholism." The Session recognizes "that alcoholism is fast becoming one of the more serious United States health and social problems." The announcement says that for this reason the University has joined with the Wisconsin State Bureau of Alcohol Studies in sponsoring the six-day Summer Session."

The program for 1951, June 25-29, includes the following: Dr. E. M. Jellinek, "Magnitude of the Problem," "The Physiology of Alcohol," "Drinking Behaviors," and "The World Health Organization on Alcoholism." Dr. Jellinek, of the Yale School of Alcohol Studies, the Institute of Alcohol Studies in the Southwest, at Texas Christian University, Fort Worth, author and editor of basic scientific books and magazines, has now a position with the Section on Alcoholism of the United Nations.

Dr. Marshall B. Clinard, Sociology, University of Wisconsin, "The Sociological Aspects of Alcohol"; Dr. James R. Hurley, psychiatrist, Milwaukee, "Effects of Alcohol on Personality and Behavior"; Dr. Fritz Kant, Wisconsin, "Psychiatry in Treatment of Alcoholism"; Henry A. Mielcarek, Personnel Service of the Allis Chalmers Company, "The Problem of Alcoholism in Industry"; John Haley, "Alcoholics Anonymous Program"; Walter O. Cromwell, Wis. Department of Public Welfare, "State Programs on Alcoholism"; other experts on "Health Education in the Schools," "The Courts and the Alcoholic," "Advertising and Propaganda," and panel discussions. For additional information address, J. L. Miller, Director, 206 Extension Bldg., University, Madison 6, Wis.

An **Institute at New York University** on School and Community Problems, annually in the summer session, is coordinated with other summer courses and credit for students seeking degrees. It is attended by teachers, welfare workers, health and religious leaders in educational activities. It has been encouraged from the first and is

utilized by the temperance agencies providing teachers and speakers in churches and schools.

Attention is given to (1) Alcoholism and public health, medical, social, legislative, rehabilitation and educational problems; (2) Evaluation of techniques and material for study and teaching; (3) The development of a unit of instruction for use in schools. The faculty is composed of professors from the New York University, Columbia, Chicago, and the N. Y. Board of Health.

In the **Pacific Northwest**, the University of Oregon, Eugene, has been offering for several years in January to March, a combined public and university course on the Alcohol Problem with credit in Education for upper division and graduate students. Freedom of attendance and full participation are open to active teachers as well as students, to welfare workers, community leaders and interested citizens. Lectures each week are followed by discussion and applied activities. Associated with the educational system of the State of Oregon, the influence of this extension course has been greatly enlarged by means of a series of local institutes and activities throughout the state.

**Oregon School of Alcohol Studies.** In addition to the courses of instruction for teachers, given from Eugene and Portland, by the State System of Higher Education to 500 teachers in the past three years, a School and workshop for advanced study will be held at Oregon State College, Corvallis, July 18-29, under the joint sponsorship of the College and the Extension Division of the State System. The purpose of the School is to acquaint physicians, social workers, law enforcement officers, and others interested with recent developments related to the problems of alcohol. Among the titles of the lectures are such as: "Nature of the problem of Alcohol," "Origin of Drinking Customs," "Magnitude of the Problem," "Psychological Effects of Alcohol," "Alcohol and Traffic," "Alcohol and Crime," "The Educational Approach to the Problem," and "Attitude of the Churches." Among the speakers, are Dr. E. M. Jellinek, Dean, Alcohol Institute in the Southwest, Ft. Worth,

Texas; Drs. Leon A. Greenberg and Raymond G. McCarthy, of Yale; Dr. R. N. Harger, Indiana University Medical School; Rev. Franklin Hudson, Presbyterian Pastor, of California; Drs. Harold Bernhard, Education, Joel V. Berreman, Social Psychology, Laughlin Williams, Anthropology, Franklin Zeran, Education, of the University of Oregon and State College; J. J. Quillian, Judge of the Municipal Court, Portland, and others—a program of high experts.—Dr. W. K. Ferrier, Director, 519 S.W. 3rd Ave., Portland 4, Ore.

**The Institute of Alcohol Studies in the Southwest**, conducted a Summer School, or “Yale School in the Southwest,” at Texas Christian University, Fort Worth, in 1949, Dr. E. M. Jellinek, Dean. It was under the joint sponsorship of Texas Christian and the Laboratory of Applied Physiology at Yale. A substantial course of three weeks, the faculty included the experts of Yale and of universities of Texas, welfare agencies, Alcoholics Anonymous, and the National Committee for Study of Alcoholism. Organized on a full graduate basis it enrolled educators, ministers, physicians, public school administrators and civic leaders. It was one of the largest attended of any of the schools and institutes so far held. It is not holding a session in 1951.

**A School of Alcohol Studies and Workshop** on Alcohol, at George Pepperdine College, Los Angeles, Calif., in 1949, was a project of graduate rank for religious leaders, educators, doctors and welfare workers. It was designed to make available “the latest information on all phases of the subject . . . to present opportunity for participation in workshops and seminars devoted to preparing new material, techniques and methods of presenting the subject,” and “to develop a sound educational approach.”

Held in August, three sessions a day, the two weeks scheduled daily lectures by Dr. Albion Roy King, Philosophy, Cornell College, Iowa; on “Education and Propaganda,” Basic Information for Educational Programs,” “Motivation Underlying the Habitual Use of Alcohol”; three lectures on “Psycho-dynamics Related to Alcohol,” by Dr. Kurt Fantil, Consulting Psychologist, Los



Angeles, Department of Health"; "The Responsibility of the Church to the Alcoholic," by Dr. Norman Taylor; "The Emotional Basis of Alcoholism," "The Results of Recent Research," "The Need for Objectivity in Alcohol Education," "Alcoholism and Mental Hygiene Problems," by other speakers and the scientific information by Dr. Haven Emerson, former Health Commissioner of New York City."

The **Pennsylvania School of Alcohol Studies**, Juniata College, Huntingdon, Pa., will hold its seventh annual session on that mountain-view campus, July 16-20, 1951, Dr. George F. Dunkelberger, Professor Emeritus of Psychology and Sociology, Susquehanna University, as Dean. This School—the second oldest of all that are related directly or indirectly with colleges and universities—is sponsored by the temperance agencies of the state. It seeks "to make available to its student body the knowledge discovered about beverage alcohol through scientific research, and to consider ways and means to implement this knowledge in dealing effectively with the alcohol problem." It includes lectures, daily workshops, discussion and demonstrations of educational techniques. Among the speakers and themes for 1951 are the following: An Orientation lecture, by Dr. Dunkelberger, Dean: "The Effects of Alcoholism on Persons and Personality," Dr. Samuel B. Haddon, M.D.; "Today's Alcohol Problem," Rev. Clifford Earle, Division of Social Education and Action, Presbyterian Church; "The Cult of Alcohol and Modern Drinking" and "The Social Roots of Drinking and Non-drinking," Dr. Carl A. Nissen, Sociology, Ohio State University; "Pastoral Counseling," Rev. Dr. John Park Lee; "Legislative Controls," Elizabeth Smart, Washington, D.C.; "The Psychological Effects" and "Physiological Effects of Beverage Alcohol," by Dr. Orville M. Fitzgerald, M.D.; and "Assets and Liabilities in Solving the Alcohol Problem," Dr. Earl F. Zeigler, Editor, Presbyterian Board of Education.

The **National Council on the New Approach** to the Alcohol Problem, in its fifth annual session at the

University of Chicago, April 17-20, 1951, is sponsored by The National Temperance League of America. It seeks to bring to ministers, civic leaders, educators, temperance workers, leaders of Christian organizations of young people and others interested, the up-to-date scientific and practical information that will aid them as leaders in active service. Accompanying the lectures of experts, reports of experience in seeking solution—in educational and other activities—are exchanged and discussed in the light of "The New Approach" in educational procedure and scientific knowledge.

In four crowded days of lectures and inspection of Chicago welfare and other centers, the 1951 program gives much attention to the ethical, religious, economic and social aspects of the present-day problem—such as, "Dealing With Alcoholism in Industry," by Henry Mielcarek, manager of personnel service in a great industrial plant of Milwaukee; "Organizations Essential to the Solution of the Problem," by Major Clayton R. Wallace of the National Temperance League; "Alcohol and the Military," by Dr. Milton A. Marcy, Tacoma, Wash.; "Conscience and Alcohol," Dr. Martin H. Bickham, Sociologist; "Women and the Alcohol Problem," Dr. Marie Finger Bale; "The Theological Seminary and the Problem," Dr. Rufus D. Bowman; "Welfare and Alcohol," Dr. Samuel Marsh. One feature is a forum on "What Is Being Done to Aid Solution"; another a session of youth speakers; a third, a tour of inspection of related activities in the city of Chicago, "The Industrial League, Hull House, rehabilitation centers for alcoholics, libraries of the temperance agencies, and the centers of a great city such as "Skid Row," where the victims of alcohol are most abundant. This tour is under the guidance of The Chicago Juvenile Protective Association.

In addition to these university-related Schools and Institutes, there are an increasing number of courses of instruction on the problem for teacher training purposes, in and associated with colleges, teachers colleges and universities. Among them, the pioneer of all, are specialized mid-winter and summer groups at Evanston,

Ill., sponsored by the National Woman's Christian Temperance Union with the cooperation of Northwestern university. This type of education—differing somewhat to students taking the course with other work at the university. This type of education—differeing somewhat from the field of this article—and the courses given in colleges in largest part for teachers, are also parts of the total picture of high educational activity in the alcohol problem today.

**On the whole**, a thoughtful, discriminating and yet realistic leadership seems to be coming anew into public education on the social problem of alcohol. A sense of responsibility for service, as well as for research, for specific application of existing knowledge of the alcohol custom, to health, safety, industry, the growth and character of personality, and to the moral standards of the community, seems to be spreading in the field of higher education. That means much for all activities that are seeking solution—or progress toward solution of the alcohol problem.

This “new approach” through objective study and free discussion has brought into public attention, as never before, a sense of the importance of seeking all the sources—those that center in the person, as well as those that come from the environment; the tradition of “drink,” as well as the traffic and its propaganda; those that come into existance in the crises of life, as the drinker progresses through stages of mild, to heavy intoxication and inebriation, as well as the “kick” of alcohol itself.

And by high-lighting “the alcoholic”—the 4,000,000 of him and his fellow “excessives,” this new way of thinking has brought back the emphasis of the pioneers of the temperance movement to the victims of drink—then called “the drunks,” now alcoholics.

It is also calling attention to the very complex nature of the problem in modern living, to its persistence through the ages, the nature of its influence among various nationalities, the strength of its social prestige in much of the “upper-upper” and the socially aspiring middle and near-upper strata of society.



But it has turned spot-light attention on these tap-roots of alcoholism and the alcohol problem, and on the necessity of understanding them, including them frankly in study, discussion and programs toward improvement. And it is making clear and basic the positive approach that calls attention to the healthful life that does not depend on alcohol as the normal natural life, without in the least discounting the part that personal abstinence, self-control and law must have in a full-fledged program for freeing human culture from the cult of intoxication and alcoholism. The gigantic problem of Public Health—physical, mental, social—thus recognized—thus made realistic to millions—has thereby been given a scientific foundation and educational aid that may be the most constructive of the 150 years of reaction against “drink.”

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## MODERATE AND EXCESSIVE SHARE IN DRINK CULT

(Continued from page 140)

in a measurable interference with normal individual behavior, thus rendering the drinker an altered individual.

4. That the moderate drinker's psychological and social environment varies, and this in conjunction with the effect of alcohol on the higher mental faculties, can and does introduce a substantial measure of uncertainty, vulnerability to abnormal behavior, and bouts of excessive drinking.

5. Moderate drinkers and the liquor interests jointly disown the excessive drinker and claim that he is a small minority of the drinking community. It then must be the moderate drinkers who are responsible for the continuation of the drinking practice and the alcohol problem.

6. As the main supporters of the liquor industry, moderate drinkers contribute the largest sum to the profits of the industry, thus making possible the schemes of the trade that create new generations of drinkers by the exploitation of human credulity through insidious propaganda.

# Not Merely A Personal Problem

In Modern Complex Society

**T**HE MORE COMPLEX our society becomes, the more truly man becomes his brother's keeper. Alcoholism was once primarily a personal or family problem; today it is even more importantly a social problem. Every man or woman who drinks to excess—and nobody who drinks can be sure that he does not or will not drink to excess—is a danger to all who come in contact with him—whether as pedestrians or motorists, or as superiors or subordinates dependent upon his judgment and upon his functioning as an efficient member of a team.

Alcohol is a social problem, moreover, because the traffic in it so frequently attempts to overawe and undermine the governmental servants of the people. We must as citizens be doubly vigilant on that account to keep it sternly regulated and to protect the purity of our public service. —GIDEON SEYMOUR, Executive Editor, **Star and Tribune**, Minneapolis, Minn.; former correspondent, **Associated Press**.

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## ALREADY OLD AT TEN

An Outcome of Alcoholic Culture.

**W**ITH THE QUIET, deep shame of childhood, 10-year-old Rosemarie Konko "didn't want people to know."

She wanted to be like other little girls, this youngster with the winsome face and appealing smile.

Instead, she said, she had to grow up in a hurry to cover up for a shiftless mother.

Rosemarie told Magistrate Charles F. Murphy:

"When the relief check came in, Mamma got out of bed and went out to turn it into wine and beer. Then she went back to bed again.

"I didn't want people to know.

"I cleaned up and cooked dinner when I got home from school."

Dinners, she added, came from food provided by neighbors—and sometimes from scraps intended for her two cats.

“Mamma always made me beg from the neighbors when she drank up the check,” little Rosemarie continued. “If I came back without money, she beat me.”

The mother, Mrs. Kathleen Konko—separated from her husband—beat Rosemarie once too often, said neighbors who complained to police. The woman was held in \$1,000 bond for a hearing.

Then, Rosemarie, who said she hadn’t tasted meat in months, went hand-in-hand with Murphy to a near-by restaurant.

There, over a steak, the tear vanished and the smile broke through sweetly and shyly.

But inside, a little girl’s heart had grown old too soon and might never be young again.

“I was ashamed,” Rosemarie said.—Detroit **FREE PRESS**, Jan. 4, 1951, reporting a New York incident.

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“I admit that the spirits are raised by drinking, as by the common participation of any pleasure; cock-fighting, or bear-bating will raise the spirits of a company as drinking does, though surely they will not improve conversation. I admit, also, that there are some sluggish men who are improved by drinking; as there are fruits which are not good till they are rotten. There are such men, but they are medlars. I indeed allow that there have been a very few men of talents who were improved by drinking; but I maintain that I am right as to the effects of drinking in general; and let it be considered, that there is no position, however false in its universality, which is not true of some particular man.”

—SAMUEL JOHNSON, (1778).

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EACH DRINK, like each deep breath of ether, clouds human thinking and temporarily reduces the active intelligence.

Alcohol produces temporary feeble-mindedness, therefore, even in the most brilliant person. It changes college men into short-term idiots.

—GEORGE W. CRANE.



# My Experience At Otterbein

By Dave Alkire, Ohio State University

**I**'M THE TYPE of fellow that likes to have a good time, and I used to get a big kick out of beer parties and things of that nature.

Well, something happened to me last summer that made a big change in my attitude toward my social life. I recently attended the Intercollegiate School of Alcohol Studies which was held at Otterbein College.

At this school I met fellows and girls from all over the United States, and two students from foreign countries. Some of these students were social drinkers like myself, and some were tee-totalers. Since leaving the school I am no longer a social drinker, but don't misunderstand me—this was not a reform school.

It was a school organized for the purpose of putting the effects of alcohol on our society before a group of college students in a scientific way, without trying to impose any particular mental attitude on the students.

Men like Dr. King, who lectured on the "Psychological Effects of Alcohol," Dr. Emerson, who lectured on "The Public Health Aspects of Alcoholism as a Preventable Disease," Dr. Vredevoe, who lectured on "Facing the Alcohol Problem on the College Campus," and many others, made this school one of the outstanding experiences in my life.

I've been working for the Intercollegiate Association since last summer, and we've received inquiries from more than three hundred students in colleges all over the United States. All of these students are interested in the Alcohol Problem, and we plan to have a school for those who are most vitally interested next summer.

This coming school will be held at Cornell College from June 17-22. It will be a better school than the one we had last, because we plan to include not only the highest trained experts in the country, but also some outstanding hard-working student leaders.

## EVERYBODY'S RESPONSIBILITY:

Collective and Personal

By George A. Little

From an address to the Intercollegiate School of Alcohol Studies, Otterbein College, Sept. 1, 1950

**T**HE LIQUOR problem is now every person's problem, the problem of women as well as of men, the problem of minors as well as of adults, the problem of pedestrians as well as of motorists, the problem of abstainers as well as of indulgers. It must be seen as a national and international danger and it must be approached from that total view. We are all citizens together and the welfare of all is bound up with the welfare of each. When annual spending in one country has reached close to ten billion, when highways already dangerous are made more hazardous through drinking driving, when there are perhaps 3 million arrests for drunkenness a year, one arrest about every 6 seconds of the day—we all must pause and say this is our common problem. It has been produced collectively, and can only be solved collectively.

### THE 1951 INTERCOLLEGIATE SCHOOL OF ALCOHOL STUDIES

(Continued from page 164)

across Canada, and of greatly increased participation in the Roberts' Editorial Contests of the Association on both sides of the International Line.

"Nothing like it ever," said the students and faculty members alike who attended the School at Otterbein, last August, and then voted unanimously that another should be held in 1951. On that foundation of first experience, stands the Second Intercollegiate School at Cornell, June 17-22, where college students may consider together the questions relating to alcoholic beverages that come to them as students.

And this is to be done with the Resources and Inspirations made available by some of the best modern experts on this problem—in daily lectures, abundant discussion, student-led seminars and opportunity for interviews.



## Objectives

To gain a scientific understanding of the problem of alcohol in modern life.

To seek and discover an objective basis from which to make intelligent decisions as to personal and social attitudes.

To develop thinking and education toward constructive service.

To advance the ideal of a Normal, Healthful Life, free from dependence on Alcohol, as a scientific and realistic objective.

To open opportunities for service toward solution.

With the mornings given to basic lectures and discussion; the early afternoons to groups in seminars; the later afternoons to social recreation and games; the evenings to special sessions followed, perhaps, with singing and folk dancing; devotional services at suitable times; fellowship with students from many colleges, staff members and leaders, the week should be both highly joyful and instructive—an event of years.

## Approach of the School

A confusing situation and problem of great concern to all younger people who think for themselves, have arisen regarding Alcoholic Drink and the whole Alcohol Problem. Much of it is in new form. What about it? How can intelligent attitudes be formed?

In full harmony with the very recent trend in universities and colleges to take educational leadership on this vital problem, this **new-type** of Intercollegiate School has been organized. It seeks to make possible UNITED THINKING by college students and their immediate leaders and faculty-counselors in a WEEK TOGETHER, working out approaches that may be effective toward constructive action.

The School is sponsored by The Intercollegiate Association for Study of the Alcohol Problem, Stanley F. Knock, Jr., Yale Divinity School, Intercollegiate School Secretary, and Harry S. Warner, General Secretary.

Address for information: Intercollegiate Association, Room 522, 12 North Third St., Columbus 15, Ohio.

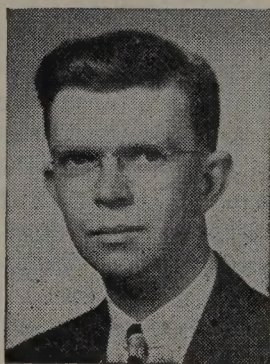


# The 1951 Intercollegiate School

## OF ALCOHOL STUDIES

At Cornell College, Mount Vernon, Iowa, June 17-22

**P**ARALLEL with the up-surge of interest and educational activity related to the problems of alcohol that is appearing in the growing number and quality of University-led Summer Schools, Institutes and organized projects of instruction in recent years—and the new educational dignity thus given the Problem of Alcohol—there are also indications of marked new interest by and among college students.



Stanley F. Knock,  
Secretary,  
Intercollegiate  
School.

Especially may it be noted in the current college year, since the First Intercollegiate School for students and their faculty and other leaders was held at Otterbein College, Westerville, Ohio in August of 1950. The reports that have been coming from students who attended, and deans and professors, reflect keen, new interest, local attention and concern, and increased number of discussion groups, of faculty activities and definite instruction, and student projects of various kinds. And parallel with this new activity among undergraduates is the report of the beginnings of a new movement of educational interest among the universities and colleges

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### IN PREPARATION FOR CORNELL

Send for wire recordings of the lectures as given at the Otterbein School of 1950—use as a basis for discussion in your student groups. Rental, \$1.25; approximately 45 minutes; make check to Intercollegiate Association. Address: Stanley F. Knock, Jr., Box 174, 409 Prospect St., New Haven, Conn.